

DOCUMENT RESUME

ED 326 923

EA 022 354

AUTHOR Thomas, Grace Gilliard
TITLE Increasing Involvement of Elementary School Teachers
in Problem-Solving, Vertical Communication, and
Policy Development by Implementing Quality
Circles.
PUB DATE 89
NOTE 68p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) --
Tests/Evaluation Instruments (160)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Elementary Education; Organizational Communication;
Participative Decision Making; Policy Formation;
*Quality Circles; Teacher Administrator Relationship;
Teacher Influence; *Teacher Participation; *Teacher
Workshops
IDENTIFIERS *Nova University FL

ABSTRACT

The implementation of quality circles to increase elementary school teachers' involvement in problem solving, vertical communication, and policy formation is examined in this practicum report. An attitudinal survey of 44 elementary teachers to document lack of vertical communication yielded 32 responses. A followup survey was administered to the 31 teachers who participated in 3 quality circles over 12 weeks. Findings demonstrate that the practicum met its 3 objectives: 20 out of 31 participants indicated increased involvement in school policy formation, increased sharing of ideas in the work environment, and improved vertical communication. Recommendations for improving quality circles stress the importance of a dedicated and knowledgeable facilitator, cooperative management, and scheduling during regular working hours. Appendices include a teacher opinion followup inventory, teacher attitudinal questionnaire, a quality circle weekly report form, a workshop evaluation form, and a quality circle inservice training posttest. (20 references) (LMI)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED326923

INCREASING INVOLVEMENT OF ELEMENTARY SCHOOL TEACHERS
IN PROBLEM-SOLVING, VERTICAL COMMUNICATION, AND POLICY
DEVELOPMENT BY IMPLEMENTING QUALITY CIRCLES

by

Grace Gilliard Thomas

Cluster XXVII

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1989

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

G. Thomas

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

EA 022 354

TABLE OF CONTENTS

	Page
TABLE OF CONTENTS.	iii
LIST OF TABLES	v
ABSTRACT	vi
Chapter	
I INTRODUCTION.	1
Description of Community	1
Description of School.	1
The Writer	3
II STUDY OF THE PROBLEM.	5
Problem Description.	5
Problem Documentation.	6
Causative Analysis	10
The Related Literature	11
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	14
Statement of General Goals	14
Behavioral Expectations.	14
Evaluation Instruments	15
Description of Plans for Analyzing Results.	15
Mechanism for Recording Unexpected Results.	16
IV SOLUTION STRATEGY	17
Discussion of Possible Solutions	17
Description of Selected Solution	21
Report of Action Taken	24
V RESULTS, CONCLUSIONS, AND RECOMMENDATIONS . .	34
Results.	34
Conclusions.	39
Recommendations.	40
Dissemination.	40

REFERENCES.	42
---------------------	----

Appendices

A	COPYRIGHT RELEASE FROM NATIONAL STUDY OF SCHOOL EVALUATION	44
B	TEACHER OPINION INVENTORY, PARTS A AND B, FROM NATIONAL STUDY OF SCHOOL EVALUATION	46
C	TEACHER OPINION FOLLOW-UP INVENTORY.	54
D	ATTITUDES QUESTIONNAIRE OF TEACHER'S INVOLVEMENT IN SCHOOL POLICIES DEVELOPMENT AND COMMUNICATION.	56
E	QUESTIONNAIRE UTILIZED WITH TEACHERS PRIOR TO THEIR PARTICIPATION IN QUALITY CIRCLES	58
F	QUALITY CIRCLE WEEKLY REPORT	60
G	QUESTIONNAIRE UTILIZED WITH TEACHERS AFTER THEIR PARTICIPATION IN QUALITY CIRCLES	62
H	NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM TEACHER EDUCATION CENTER WORKSHOP EVALUATION . .	64
I	QUALITY CIRCLE INSERVICE TRAINING POSTTEST . . .	67

LIST OF TABLES

Table		Page
1	Mean Results of SACS Teacher Opinion Inventory, Part A.	7
2	Mean Results of Attitudes Questionnaire of Teacher's Involvement in School Policies Development and Communication.	9
3	Frequency Counts and Modes for Post-Implementation Responses Related to Objective One	34
4	Frequency Counts and Modes for Post-Implementation Responses Related to Objective Two	35
5	Frequency Counts and Modes for Post-Implementation Responses Related to Objective Three	36
6	Frequency Counts and Modes for the Results of the North East Florida Educational Consortium Teacher Education Center Workshop Evaluation	37

ABSTRACT

Increasing Involvement of Elementary School Teachers in Problem-Solving, Vertical Communication, and Policy Development by Implementing Quality Circles.

Thomas, Grace Gilliard, 1989: Practicum Report, Nova University, Ed.D. in Early and Middle Childhood.

Descriptors: Elementary Education / Quality Circles / Group Participation / Teacher Empowerment / Group Decision-Making.

This practicum project addressed the problem of teachers at an elementary school not having adequate vertical communication in the development of school policies which affect their work. During the Southern Association of Colleges and Schools (SACS) accreditation process in the elementary school, this problem was addressed in two different sections on the Teacher Opinion Survey. The writer also administered a teacher-made survey for further documentation.

The practicum goals were to enable teachers to have more involvement in the development of school policies which affect their work to increase two-way communication between teachers and administrators. The literature revealed the use of quality circles was a possible alternative to correct problems and to reach the goal. Quality circles can create a problem-solving capability, improve communication between teachers and administrators, and inspire teamwork in the work setting.

Thirty-one teachers participated in three separate quality circles at the elementary school in which the practicum was implemented. Results from data collected indicated the goals were achieved.

CHAPTER I

INTRODUCTION

Description of Community

The elementary school in which the practicum took place is located in a small town in a rural community located in the southeastern United States. The community is considered to be one of the few rural areas left undeveloped in this rapidly growing state.

Today, the county in which the town is located has a general population of approximately 50,000 residents. The town in which the school is situated has a population of approximately 1,500. Fern is the major agricultural business in this area. Sport and commercial fishing are also major economic enterprises due to the abundant number of lakes and big river in the area.

Description of School

The elementary school in which the practicum was conducted has a population of approximately 900 students in kindergarten through fifth grade. The school population for the entire county is approximately 11,000 in kindergarten through twelfth grade. The elementary school being described has a population composed of 53% Caucasian, 27% black, 12% Hispanic, and 8% of oriental descent.

The student population is drawn primarily from a ten mile radius of the school. Eighty-six percent of the students are transported on school buses. Sixty-eight percent of the students are on free or reduced lunch rates as determined by criteria established by governmental organizations. Twenty percent of the students speak English as a second language.

The school is part of the state's public educational system. The citizens of the county retain a great amount of control of the schools within the county through electing the members that comprise the school board. The superintendent is also chosen by public election. The Board of Education at the state level establishes certain policies and standards, but it is the local school board that actually implements them.

The administration of the school in which the practicum took place is comprised of one principal and one assistant principal. The staff is composed of 35 classroom teachers, two guidance counselors, two music teachers, two physical education teachers, one varying exceptionalities teacher, two Chapter I reading teachers, one primary specialist, one alternative education teacher, one teacher for the intellectually gifted students, one Chapter I visitation teacher, one librarian, one speech teacher, 22 aides, five secretaries and office clerks, four custodians, and eleven cafeteria employees. One physical

therapist and two public health nurses visit the school to meet the health needs of the students.

The Writer

At the present the writer is a Chapter I reading teacher. Responsibilities include teaching remedial reading to first grade retainees, second and third grade students who score below the 36th percentile on the Comprehensive Tests of Basic Skills and other students evaluated by the classroom teacher as needing reading lab services.

During the writer's employment in the education arena, several different jobs have been held. The writer has been a classroom teacher for kindergarten, first grade, second grade, third grade, and fourth grade. For a period of four years the writer was an occupational specialist based at the county school board office. During that period the writer implemented a program from the National Diffusion Network (NDN), which is a system under the sponsorship of the U.S. Department of Education to identify, evaluate, and disseminate information and materials of successful educational programs. This network puts schools which have identified need in touch with the developers of established programs which meet those needs. This program was conducted by teachers in grades kindergarten through fifth in the school district. The writer conducted a needs assessment study, wrote with assistance a grant to implement

the program, conducted inservice training of participating teachers, disseminated materials, evaluated the project, supervised the teachers involved, and coordinated with the principals of the eight elementary schools that participated in the program.

Various other jobs have been held by the writer. These include teaching English as a second language, flight attendant with a major airline, and contract substitute teacher.

Presently the writer holds a master's degree in elementary education with an emphasis in reading. The writer is certified by the State Department of Education to teach early childhood, elementary education, physical education and reading.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

During the 1986-87 school year, the school undertook the task of becoming fully accredited by the Southern Association of Colleges and Schools. During the accreditation process a teacher opinion inventory, which is an instrument utilized by the National Study of School Evaluation, was used. The teachers' responses to the inventory were mostly complimentary and positive, except for the area of teachers' involvement in the development of school policies which affect their work and in vertical levels of communication.

The writer questioned colleagues during the school day over a period of time to ascertain why they responded to the teacher opinion inventory in the manner just mentioned. The response which was most prevalent was that despite involvement on various committees, they felt they had very little, if any, input into decision-making about policies which affect their work.

In conclusion, the problem addressed by the practicum was that teachers at this elementary school did not have adequate vertical communication in the

development of school policies which affect their work.

Problem Documentation

The Southern Association of Colleges and Schools (SACS) uses a Teacher Opinion Inventory (see Appendix B) published by the National Study of School Evaluation for assisting schools in the process of accreditation. On January 8, 1987, the Teacher Opinion Inventory, Part A and Part B, was distributed to 49 teachers. Thirty-two of the inventories were completed and returned. The value scale for each questionnaire were as follows: A, very favorable, 5; B, satisfied, 4; C neutral, 3; D, unfavorable, 2; and E, very unfavorable, 1. An item mean score for the responses on Part A was obtained for scoring and interpreting purposes. The frequency for each response category on a single item was tallied. The frequency for each category was multiplied by the category value. Next, all these products were added together and divided by the total number of responses for each item, resulting in an item mean score for each statement. Table 1 presents the results from Part A of the SACS Teacher Opinion Inventory. Items number 36, 37, 38, 48, 49, 51, 53, 54, and 59 were deleted, as published directions indicated, as they are not present in elementary programs.

Table 1

Mean Results of SACS Teacher Opinion Inventory, Part A

Value per category					
A = 5 very favorable					
B = 4 favorable					
C = 3 neutral					
D = 2 unfavorable					
E = 1 very unfavorable					
1	2.3	19	3.2	40	2.9
2	4.1	20	3.9	41	3.8
3	3.9	21	3.6	42	3.7
4	3.9	22	4.1	43	2.8
5	2.8	23	4.0	44	4.3
6	3.2	24	3.7	45	4.0
7	3.6	25	3.2	46	4.5
8	4.1	26	3.1	47	2.5
9	3.6	27	2.4	50	3.6
10	4.3	28	4.0	52	3.9
11	4.2	29	3.6	55	3.9
12	3.5	30	3.2	56	3.9
13	4.0	31	4.1	57	3.0
14	3.8	32	4.0	58	3.0
15	4.8	33	4.0	60	3.3
16	3.8	34	3.8	61	3.4
17	3.3	35	3.5	62	2.7
18	3.9	39	4.6	63	3.2
N=32				64	3.3

Item 1 on Part A states: How often are teachers in your school involved in the development of school policies which affect their work? This item ranked the lowest of the item mean scores (2.3), indicating teachers responded they "seldom" had involvement in the development of school policies which affect their work.

On the SACS Teacher Opinion Inventory Part B, question seven, teachers were asked what organizational change they would like to see implemented in the school. Their responses were interpreted by three people who read the

responses and acted independently of each other to determine the mode of the responses (see Appendix B). Item seven, Part B, indicated teachers wanted an organizational change enabling them to have more input into school practices and better vertical communication.

A Teacher Opinion Follow-Up Inventory (see Appendix C) was undertaken in the Fall of the 1987-88 school year. The purpose of the follow-up inventory, which was developed by a committee of teachers at the school where the practicum occurred, was to review findings in six broad areas from the SACS Teacher Opinion Inventory. Fifty inventories, one to each instructional staff member, were distributed. Thirty-three were returned with thirty of the 33 respondents indicated a "d" or "seldom" response on item four, relating to the frequency of involvement of classroom teachers in matters which affect their work. These findings are similar to the original SACS Teacher Opinion Inventory.

To further document a lack of sufficient vertical communication in the involvement of the faculty in the development of school policies which affect their work, the writer developed an opinion survey to determine teachers' attitudes toward their involvement in developing school policies and their vertical communication within the organization. The instrument was distributed to 44 teachers. Thirty-two completed questionnaires were returned in seven days (see Appendix D). Table 2 presents the results.

The item mean score was determined by the same computation used in Table 1. The value scale for each question ranged from five for "great agreement" to one for "great disagreement".

Table 2

Mean Results of Attitudes Questionnaire of
Teachers' Involvement in School Policies
Development and Communication

Value per category

- 5 = great agreement
- 4 = agree
- 3 = no opinion
- 2 = disagree
- 1 = great disagreement

1	2.4
2	2.5
3	2.8
4	1.6
5	2.9
6	3.0
7	3.3
8	3.2
9	2.5
10	2.8

N = 32

Results of item 4, indicated teachers are of the opinion they can better solve problems in their work setting than "educational experts". Results from items 1, 2, 3, 5, and 9 present the opinions that teachers are not sufficiently involved in developing school policies, setting goals for the school and identifying and solving problems

in the work setting. The reaction to items 6, 7, 8, and 10, which addressed vertical communication, also resulted in responses stating vertical communication was insufficient.

In conclusion, findings documented the problem of lack of sufficient vertical communication in the involvement of the faculty in the development of policies which affect their work.

Causative Analysis

There are several factors which contribute to teachers' lack of sufficient vertical communication causing a lack of faculty involvement in the development of policies which affect their work. Administrators set policies, then pass them down to the teachers to implement. If teachers had more input, the faculty's expertise and experience could be utilized.

Another cause was teachers were not involved with administrators in planning and problem-solving. If better two-way communication occurred, improvement in the work setting would take place.

Finally, the faculty had no systematic process for involving them in group problem-solving, setting policies, or initiating improvement in the work setting.

The Related Literature

Today, in the educational institutions, complaints about unsatisfactory working conditions, stifling bureaucracy, one-way communication, and poor morale can be heard (Zahra, Beebe, & Wiebe, 1985).

What factors make an educational institution and its members feel they are focused on objectives in a positive climate with high expectations based on a purposeful reason? What factors make a good school where the faculty has job satisfaction? What makes teachers feel they are intimately involved in policies which affect their work?

One of the major implications in a faculty being dedicated and willing to work lies in the amount of faculty involvement in helping make major decisions (Dunne & Maurer, 1982). When people participate in decisions, the participation increases the feeling of self-worth and benefits the people with heightened self-confidence (Conway, 1984). People should be included in the decision-making process. If they are excluded, this could cause conflict (MacKenzie, 1979).

American educators seem to have separated into two camps, one of teachers and one of administrators. In the event that this division is real or imaginary, the result is lack of trust (Dunne & Maurer, 1982). Improved

communication to promote unity of purpose among faculty members is needed (Mendez, 1986). A sense of community among faculty members must be present if a faculty is to come alive. A sense of community within the school allows general agreement consensus to work. If decisions are reached by general agreement, although time-consuming and at times frustrating, a school operates well. A school which operates well, because people are making the decision, is better able to live with them (Lodish, 1985). However, consensus decision-making improves worker relationships, promotes cooperation, and reduces formality. Many have theorized this approach could improve our schools. The barriers created by administrative/teacher frictions need to be addressed. Consensus decision-making could create a positive school climate (Dunne & Maurer, 1982). These decisions made by group consensus generally have good support by those who helped create the decisions (MacKenzie, 1979).

Through group decision-making, communication will improve, especially upward. Through this improved upward communication, mutual trust, respect, and caring among employees at all levels will occur (Bonner, 1982). Studies have indicated that teacher morale is influenced more by the dynamic interactional processes that go on inside the school than any other factor (Nidich & Nidich, 1986). Through interaction, the faculty can identify, analyze

and solve problems. This way, employees can take the initiative to solve problems, rather than waiting for the administration's proposals (Bonner, 1982). Participation in decision-making in education has been and continues to be an area of significant educational concern (Conway, 1984).

In conclusion, through group decision-making, teachers could have more involvement in solving problems and making policies in matters which affect their work in the educational arena, and at the same time, barriers of lack of communication between administration and staff could be lowered.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

Teachers will have more involvement in the development of school policies which affect their work, and there will be increased two-way communication between teachers and administrators.

Behavioral Expectations

During a review of the literature dealing with group decision-making, sharing of ideas, group policy-making, and communication, the writer selected three specific behavioral objectives to meet the goals just stated.

The objectives for the practicum were as follows:

1. After a period of 12 weeks, at least 20 of the 31 teachers involved in the practicum, will indicate increased involvement in the development of school policies by responding "agree" or "great agreement" to items 2, 3, and 8 on a teacher-made involvement survey administered at the end of the implementation period.
2. After a period of 12 weeks, at least 20 of the 31 teachers involved in the practicum, will indicate an increase in sharing their ideas in the work setting by responding "agree" or "great agreement"

to items 1, 4, 6, and 9 on a teacher-made involvement survey administered at the end of the implementation period.

3. After a period of 12 weeks, at least 20 of the 31 teachers involved in the practicum, will indicate an increase in vertical communication with administrators by responding "agree" or "great agreement" to items 5 and 7 on a teacher-made involvement survey administered at the end of the implementation period.

Evaluation Instruments

Objective one was measured by comparing data collected on the pre- and post-practicum teacher involvement survey, measuring teachers' involvement in making group decisions to solve problems of policy making which affect their work setting.

The second objective was measured by comparing data collected on the pre- and post-practicum teacher involvement survey, evaluating teachers' involvement of sharing of ideas in group decision-making.

The last objective, three, was also measured by the pre- and post-practicum teacher involvement survey measuring vertical communication with administrators.

Description of Plans for Analyzing Results

Statement responses for pre- and post-practicum surveys

utilized the Likert scale for rating responses. The measures of central tendency (frequency responses and modes) were used on items which related to the three objectives. The objective was for 20 of the 31 teachers involved in the practicum to respond to the "agree" or "great agreement" categories. On the Post-implementation survey, items 2, 3, and 8 were related to objective one; items 1, 4, 6, and 9 were related to objective two; and items 5 and 7 were related to objective three.

Mechanism for Recording Unexpected Events

When one plans a project which lasts for an extended length of time and involves people, provisions for unexpected events to occur must be made. To accommodate these unexpected events, the writer kept a daily log for teachers involved in the implementation process. The daily log was reviewed regularly to ensure that paper work such as minutes from meetings, notes to administrators, and notebooks were in proper order. Through the use of the daily log, the successes and problems encountered in the practicum were recorded.

CHAPTER IV

SOLUTION STRATEGY

Discussion of Possible Solutions

Today in the United States, educational staffs are working to serve the needs of their students. While the staff members are carrying out these jobs, management should acknowledge the needs of the staff as well. Management needs to maintain the psychological needs of the staff, who are closely working with one another, to meet the students' needs.

One area of need the staffs of some educational institutions are experiencing is a planned process of involvement in solving problems in the work place. Staff members have knowledge and expertise that are not being utilized. If the staff members were utilized in group participation to solve problems and set policies, creative problem-solving would occur along with the psychological needs of the staff being met.

In reviewing the literature for methods of staff involvement in problem-solving, different techniques were examined. Powers and Powers (1984) stated a participatory management style can be extremely effective if administrators master the skill of guiding the conferring processes. A sense of community in a school can be one of the most

worthwhile outcomes. The consultative process needs dedication to common goals. Employees and administrators need to pool abilities, knowledge, and resources. Everyone involved must be willing to cooperate in problem-solving, accomodating the needs of others, and committing to the group's outcomes of the deliberation. A basic aim of this participatory strategic planning is to provide everyone in the school with a complex support system so the school can function effectively.

Beatty (1976) in discussing how the curriculum should become humane, believes educators must begin by learning to establish dialogue with one another. The concept of dialogue within the school could be viewed in terms of the communication of events. Beatty describes the dialogic communicator as one who: values the worth of the other person; is courageous in communication; has genuineness in self and image projection; is empathetic in responses; views each person as unique; and takes the time to be accessible. He also stresses a continual process and not an end-of-the-year assignment. The importance of creating a self-renewing, vital, and growing staff may have been ignored when curriculum specialists were improving the curriculum. A solution would be to encourage staff members to collaborate in solving their own problems by using a specific organizational theory which would assess and diagnose needs, changes, and outcomes.

Most people in education are aware that small group

process skills are necessary for effective meetings. Mackenzie (1979) points out many ideas to make school meetings productive. One idea is to work for "our" decision instead of "my" decision. Administrators should not get trapped into asking for group decision-making if they are not ready to accept the solutions suggested. Group effort is more likely to produce support than a decision made by just one person. The people who helped to make the decision by group consensus, also tend to volunteer to carry out the required work.

Lodish (1985), principal of a distinguished private school, has some answers to what makes a good school. He believes a strengthened sense of faculty community is necessary. Schools need this sense of community so teachers can bring together their strengths. One way to encourage growth in teachers is to give them a great deal of autonomy in curricular decisions. Lodish states that if teachers can make instructional decisions, they will create exciting, well-organized, thoughtful, and challenging classrooms.

Many studies have confirmed the important role the principal has as the instructional leader of a school. One of the contributing variables to an effective school is an effective principal. Although the principal is the key person in curriculum planning, a two-way communication council lets ideas and information flow from any staff member to administration and vice versa. Also, defining, implementing and evaluating goals serve to improve

communication and to promote among the faculty a sense of unity of purpose (Mendez, 1986).

Nidich and Nidich (1986) found that in schools where there was a lack of teacher co-worker communication, an attitude of teacher dissatisfaction occurred. Goal consensus was the main predictor of teacher morale. It was also found that teacher morale affects teacher performance, which then affects student behavior. When teachers were given a greater voice in decision-making regarding classroom instruction, the morale of teachers was higher.

While the literature revealed the importance many people believe shared decision-making makes in a school setting, few offered solutions on how to attain the goal.

The major drawback in any of these types of group decision-making is the amount of effort and trust administration and staff would put forth. Would the principal feel teachers are invading his/her "turf"? Would the teachers feel the time and effort they put forth would "pay off" for them by having their ideas used?

In conclusion, group participation in problem-solving can bring those closest to the problem an opportunity to solve the problem. These individuals understand the problem and can implement action to resolve it (Dillon & Brown, 1983). The staff's involvement becomes a vehicle for creative problem-solving. Communication between faculty and administrations can be enhanced (Moretz, 1983).

Description of Selected Solution

The problem of teachers' lack of sufficient vertical communication within the organization was solved by implementing the use of quality circles in the elementary school where the practicum took place. A quality circle is a small group of people (5-12) who voluntarily meet on a regular basis to identify, analyze, and solve quality and other related problems in their work place (Zeiders & Sivak, 1985). The members of a circle are composed of a group of employees from the same department or work area. These workers meet for about one hour each week to initiate improvements in quality, productivity, or motivation (Dillon & Brown, 1983). The quality circle process is based on the premise that workers can best diagnose problems in their work areas and recommend the best possible solutions (Hawley, 1985). The structure of a quality circle allows workers to take the initiative in problem-solving rather than merely reacting to management's proposals (Bonner, 1982). It is easier to run an educational institution in which more staff members are committed, more motivated to take on the problems and have a hand in attempting to solve them. Through the use of quality circles, the staff is able to do so (Dunne & Maurer, 1982).

In January of 1981, Central Piedmont Community College in North Carolina became the first educational institution to implement quality circles. The director of Quality

Circles and Productivity Project at Central Piedmont Community College states quality circles are not a panacea, but can be a positive, rewarding component of a sound educational type of management (Moretz, 1983).

Lakeshore Technical Institute in Cleveland, Wisconsin, implemented quality circles in July of 1982. Ladwig (1985), assistant director, states the quality circle concept has been credited with highly significant difference in the change of participants' attitudes toward institutional decision-making and problem-solving, and improving employee general attitudes.

In Muskegon, Michigan, schools have used quality circles in their special education program. Bonner (1982), director of Special Education, states the staff members that are involved in quality circles are enthusiastic, on task, and highly motivated to keep using quality circles.

Oregon City Public Schools in Oregon, assessed their implementation of quality circles within Oregon City's School District. The outcomes for the district were: the enhanced relationship between teachers and administrators; enhancement of school's operations; and a significant growth in problem-solving and communication skills (Hawley, 1984).

Quality circles have been widely applied within the business sector in Japan and the United States with excellent results. In the areas where quality circles were

implemented, productivity improvements were made. Workplaces have become a more open, positive climate for their employees. Employees state they are part of the system, not merely working for the system.

Quality circles are easily implemented. With proper training in quality circle techniques of problem-solving, workers can operate a quality circle within a very limited budget. Because the employees are those closest to the problem being solved, outside experts are not needed to come in and identify the problems.

The workers identify the problem and plan the most viable solutions. The workers are more likely to solve the problem because of their participation. Quality circle members increase their communication with management in the problem-solving process. The members plan the solution and present it to management.

The writer implemented the use of quality circle training in her work setting. The cooperation of the principal and assistant principal of the school where the practicum took place had been acquired because they saw the need for faculty involvement. The involvement included sharing ideas, being involved in the development of school policies, and developing better vertical communication between teachers and administrators.

Dr. Don Tank, assistant superintendent of Oregon City Public Schools, gave permission for the writer to use quality

circle training material which his school district had developed and adapted to use within their schools. Oregon City, Oregon had successfully used the quality circle training material throughout its school district. The materials consist of a training manual for the leader and a member manual for each individual participating in the quality circle training. Three circles were operational during the implementation of the practicum.

Report of Action Taken

The solution used in this practicum involved the use of three quality circle groups in the elementary school in which the writer is employed. Thirty-one members of the faculty were involved in the quality circles.

The strategy to implement the solution began by obtaining the permission and support of the school's administration to provide the means of meeting the goal and objectives through the use of quality circles. The principal was at first hesitant about the use of quality circles, but the writer assured him it would be handled in a positive manner. The writer informed the principal that topics dealing with collective bargaining, personality problems, and items in contract language were all inappropriate topics for quality circles and would not be discussed. The writer informed the principal he would receive minutes from each circle meeting. If at any time

he did not approve of what was taking place, he could terminate the project. The principal then agreed to allow the implementation of the practicum to occur.

The second phase of the practicum dealt with obtaining volunteers from the faculty to participate in the implementation process. During a faculty meeting the writer made a presentation to the faculty. She reviewed the findings from the SACS surveys and the teacher-made survey she had administered which ascertained the faculty's reactions to statements dealing with teacher involvement in developing school policies, vertical communication with administration, and solving problems in the work place. After these results were presented, the concept of the quality circle process was presented. Teachers were informed that inservice training points would be provided for those interested in receiving them for participating in the quality circles.

After the presentation teachers were given a response sheet. They could mark "yes" to participate, "no" if not interested, or "maybe" if they wanted more information or wanted to think longer about it. The writer received one "maybe", five "no", and 33 "yes" responses, far exceeding the writer's expectations for volunteers. Rather than turn down any volunteers, the writer decided to implement three separate quality circles. Using recommendations in the Leader Manual and Instructional

Guide (Dewar, 1980) the groups consisted of members from the same work area who did similar work. Kindergarten and first grade teachers comprised Circle I of eleven members. Circle II consisted of second grade teachers, third grade teachers, one primary specialist and one guidance counselor, numbering eleven. Fourth grade teachers, fifth grade teachers, a Chapter I teacher, one alternate class teacher, one physical education teacher, and one guidance counselor comprised Circle III.

Before the circles became operational, one teacher had to drop out of Circle III, reducing the number to ten. Because the teacher's aide had to take emergency medical leave for three months, the teacher stated she would not be able to devote the time needed for the circle meetings. One member in Circle II had to discontinue her meetings after the first meeting due to conflicts in scheduling time in the mornings, causing the circle to drop to ten members. Circle I included eleven members during the entire implementation period. These group sizes are in the range suggested by the literature (Crocker, Charney, & Chiu, (1984); Dewar, (1979); Dewar, (1980); & Perry (1983).

When the groups were formed, the writer met with the principal and assistant principal to discuss the grouping of the teachers and the schedule for meeting times. They approved both items. The meeting occurred the day following the faculty meeting. The next day notices were sent to

each teacher which informed them the circle in which they would be participating; who their fellow circle members would be; what time they would meet; and where the meeting place was. That same day, the writer printed and assembled 32 quality circle training manuals for the members.

The first week of the implementation, a bulletin board was prepared and placed in the teachers' lounge. It had the three circles listed, the time and place to meet, along with information about quality circles. Oregon City Quality Circles Training Manual contained reproducible sheets detailing what quality circles could do for members, for the school district, the objectives of quality circles, and the techniques used in the process. All these were incorporated to make an informative bulletin board.

It was decided Circle I would meet on Tuesdays, Circle II on Wednesdays, and Circle III on Thursdays. Prior to each meeting an agenda was placed on the chalkboard in the meeting area. This consisted of topics to be covered and time allotted. Also, on the day of each circle's meeting, a notice was placed where teachers check in during the morning to remind them of the meeting. Refreshments were served prior to the meeting each morning. The breakfast snack consisted of hot coffee, juice, and donuts or pastries.

Before each of the three circles began the first session, the writer administered a teacher-made survey to determine: teachers' involvement in development of school policies

which affect their work; sharing of thier ideas in the work setting; and vertical communication with administration (see Appendix E). This survey was similiar to the opinion survey which was administered to the entire faculty to document the problem. Since these 31 teachers were volunteers and differ from nonvolunteers (Borg & Gall, 1983) the writer wanted to ascertain the 31 volunteer teachers' responses to the statements.

During the first session for each circle, members were introduced to: the operation of quality circles; the historical background of quality circles; and the objectives of quality circles. Each circle then demonstrated their ability to function as a group using quality circle techniques by developing a code of conduct. The three circles acted independently of each other, yet their codes of conduct were very similar. Rules such as sticking to the point, listening without interrupting, being open minded, starting and stopping on time, each member participating and being open minded were a few of the common rules the circle members developed.

After each meeting the writer typed up the Quality Circle Weekly Report (see Appendix F). These were distributed to each circle member, the principal, and the assistant principal. One was filed in a folder for each circle and one was placed in a notebook. The notebook was kept in the teachers' lounge so those not participating

in the circles could be aware of what was occurring. Through the use of the weekly reports, communication was kept open among the group and the administration, allowing all members to track the progress each circle was making. Reports clarified what occurred during the meeting, plus assigned tasks and informed members of the next week's agenda.

During Session II circle participants were introduced to the roles and responsibilities of the steering committee, the facilitator, the circle leader, and members. The writer took the roles of the facilitator and the circle leader. Because of the manner in which quality circles were introduced in the elementary school work setting, a steering committee was not present. Also during this session for each of the three circles, brainstorming techniques were discussed. Brainstorming is a round-robin sharing of ideas with delayed discussion. Each member gave one idea, then passed to the next person. If at anytime no one wanted to suggest an idea, he/she "passed". The process continued until each member had as many opportunities as needed, ceasing when all members "passed". Each circle brainstormed problems that affected them in their work setting. Ideas were charted on large paper as they were stated. During all sessions, information was charted on paper and displayed at subsequent sessions.

When the week of Session II was completed, the writer

met with the assistant principal to review the minutes from the circles' meetings for the previous two weeks. The assistant principal stated the problems the circles had expressed were legitimate problems. She said perhaps some of the problems the circles did not choose to solve as a group, could be solved in another fashion.

Session III for the three circles found each circle voting to narrow the lengthy list of problems developed during the brainstorming sessions. The charts which contained the brainstormed problems were displayed. The members voted and reduced their list to one problem they wanted to solve. Circle I chose the problem of open communication between teachers and county level administrators. Circle II narrowed their choice to the lack of organized communication among administration and staff in fostering socialization along with awareness of specific staff's personal problems such as illness and deaths in the family, et cetera. Circle III selected the problem of students' lack of personal pride and motivation in quality work.

The weeks that followed found the three circles learning and using the cause and effect analysis which is also call the fishbone diagram and the Ishikawa Diagram (Crocker, et. al, 1984). After the cause and effects were discussed and narrowed, the verification step was next. Circle I and Circle II documented their problem

through data gathered during the SACS accreditation process. Circle III needed to document their problem. All three circles were exposed to the training manual's material on sampling and data collection tools. However, Circle III was the only circle that put the information to use. They developed and administered a questionnaire to all fourth grade teachers, all fifth grade teachers, and other faculty members working with their students to determine the extent of the problem. The circles' data were charted so it could be used during presentation to administration.

During the next two sessions, the circles demonstrated their skills of brainstorming possible solutions and selecting the solutions to the problems. The members discussed potential cost of time, money, and energy. The members then voted and narrowed the solutions to those they wanted to implement to solve their stated problems. A few of Circle I's solutions were to invite supervisors from the county school board office building to the elementary school. One supervisor would be invited each month to discuss various topics. School board members would also be invited to monthly meetings. Circle II voted to have a bulletin board in both teacher lounges so daily updates on information about staff members could be posted. This circle also wanted to form a "Sunshine Club", a vehicle to foster socialization among the staff and keep the employees at the school up-to-date on

happenings in each other's lives. Circle III decided to work on improving students' value clarification skills, listening skills, and to have rewards other than treats such as candy or movies. The circle wanted to have rotating activities where students leave their rooms and visit other rooms for activities they choose once every three weeks. Also, once every six weeks, selected students who earned points could participate in special events at school.

Once each circle had selected their solutions to their problems, preparation for presentation to administration took place. Elements for an effective presentation and planning the presentation took place in two sessions. The circles divided their presentations so members could share in the presentation.

The principal was invited to all three circle meetings. Each circle made the presentation of their problem, their documentation of the problem, and their proposed solutions. The principal listened as members discussed information. He then praised each group for their hard work and for tackling the problems in such a positive manner. The principal told each group he would allow their solutions to be implemented. In most companies 80% of the recommendations for solutions are approved (Dewar, 1979). Circle III's solutions would be allowed on a trial basis. The principal stated he wanted to observe the manner in

which rewards were given to students and if the changing of classrooms for activities upset the routine of the school's curriculum or atmosphere.

Because this was the last session when all members would be present, the survey of teachers after their participation in quality circles (see Appendix G) was administered to each circle member. Also, the consortium's workshop evaluation form (see Appendix H) was completed by members.

The following week, 19 of the 31 participating teachers met to take the quality circle inservice training posttest (see Appendix I) which covered the material introduced in the training sessions. The 20 questions were in the true/false format. To receive the ten inservice training points, a teacher must respond correctly to 80% or more of the answers on the test. All 19 teachers received their points.

During the next session, the quality circles began the process of implementing their solutions. The quality circles disbanded the circle format and included all teachers at their grade levels to aid in providing the means to implement the solutions.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

Objective one: After a period of 12 weeks, at least 20 of the 31 teachers involved in the practicum will indicate increased involvement in the development of school policies by responding "agree" or "great agreement" to items 2, 3, and 8 on a teacher-made involvement survey administered at the end of the implementation period. This objective was achieved. Table 3 summarizes the data and presents frequency count and mode of the responses to the post-implementation surveys.

Table 3

Frequency Counts and Modes for Post-Implementation

Responses Related to Objective One

	Strongly Disagree	Disagree	No Opinion	Agree	Great Agreement
Item 2: Through my involvement in quality circles, I became more involved in policies which affect my work.					
	0	1	5	19*	6
Item 3: I now have a voluntary systematic process for involvement of myself and other teachers in setting goals for the school.					
	0	0	1	23*	7
Item 8: My participation in quality circles increased my decision making in matters which affect my work.					
	0	1	1	20*	9
N = 31					
* = Mode					

Objective two: After a period of 12 weeks, at least 20 of the 31 teachers involved in the practicum will indicate an increase in sharing their ideas in the work setting by responding "agree" or "great agreement" to items 1, 4, 6, and 9 on a teacher-made involvement survey administered at the end of the implementation period. This objective was achieved. Table 4 presents the data utilizing frequency count and mode of the responses to the post-implementation survey.

Table 4

Frequency Counts and Modes for Post-ImplementationResponses Related to Objective Two

	Strongly Disagree	Disagree	No Opinion	Agree	Great Agreement
Item 1: Through my involvement in quality circles, I became more involved in sharing my ideas in my work setting.	0	0	0	11	20*
Item 4: My experience and expertise were utilized to help solve a problem in the school through my involvement in quality circles.	0	0	2	20*	9
Item 6: Due to my involvement in quality circles, my communication has improved with my co-workers.	0	0	2	20*	9
Item 9: Through my involvement in quality circles, I had more open discussions for expressing differing points of view in my work setting.	0	0	1	15*	15*
N = 31	* = Mode				

Objective three: After a period of 12 weeks, at least 20 of the 31 teachers involved in the practicum will indicate an increase in vertical communication with administrators by responding "agree" or "great agreement" to items 5 and 7 on a teacher-made involvement survey administered at the end of the implementation. This objective was attained. In Table 5, responses to the post-implementation survey are presented utilizing frequency counts and modes on the data.

Table 5

Frequency Counts and Modes for Post-ImplementationResponses Related to Objective Three

	Strongly Disagree	Disagree	No Opinion	Agree	Great Agreement
Item 5: Vertical communication between teachers to administrators, and administrators to teachers, has improved due to participation in quality circles.	0	0	6	18*	7
Item 7: Due to my involvement in quality circles, my communication with my supervisors has improved.	0	0	7	18*	6
N = 31	* = Mode				

All participants of the quality circles were administered the North East Florida Educational Consortium Teacher Education Center Workshop Evaluation (see Appendix H). The questions do not relate directly to the objectives of the practicum, however, Table 6 gives the reader an insight into the evaluation of the 31 teachers who participated in the quality circle workshop.

Table 6
Frequency Counts and Modes for the Results of the North East
Florida Educational Consortium Teacher Education Center
Workshop Evaluation

	Strongly Disagree	Disagree	No Opinion	Agree	Great Agreement
Item 1: The purpose and objectives were clear.	0	0	0	0	31*
Item 2: The methods for instruction were appropriate.	0	0	0	3	28*
Item 3: The resource materials were relevant.	0	0	0	8	23*
Item 4: The presentation was easy to understand.	0	0	0	3	28*
Item 5: The program was interesting.	0	0	0	5	26*
Item 6: The activity was well organized.	0	0	0	3	28*
Item 7: The consultant was aware of the needs of the group.	0	0	0	3	28*
Item 8: I feel that I gained some valuable information or abilities.	0	0	0	3	28*
N = 31 * = Mode					

One section of the workshop evaluation asked for comments. The participants' evaluation sheets contained comments of a positive nature. A few are listed here.

The most positive aspect of the activity was:

... getting together with the other teachers and sharing thoughts, opinions, concerns, and possible solutions.

... sharing of ideas was a great way to get to know others and discuss ways to improve our school.

... sharing of ideas in a positive manner, offering solutions rather than just gripes.

... the organized process for open dialogue.

... this activity was something that was put into action and actually affects the environment of our workplace.

... the opportunity to voice concerns, work through problems and bring these concerns to the attention of the administrative staff.

... the total involvement of all in the quality circle. Communication was open without fear of criticism.

To improve this activity, please:

... let's get together again.

... keep it up!

... organize quality circle for interested parties on an indefinite basis. This will give educators a medium to air differences, voice concerns, brainstorm possible solutions, and inform administration of problems and possible solutions.

... continue on with meetings.
... provide the activity again.
... I thought it was super!

Conclusions

The goal of having teachers more involved in the development of school policies which affect their work and of having increased two-way communication between teachers and administrators was achieved as indicated by the fact that the three specific behavioral objectives for the practicum were met.

Dewar (1979) points out several objectives which quality circles can meet: more effective teamwork; promote job involvement; increase employee motivation; create a problem-solving capability; improve communications; develop a more harmonious manager/worker relationship; and promote personal and leadership development. The responses to the workshop evaluation and the post-involvement questionnaire suggest these occurred.

In terms of unanticipated outcomes during the practicum process, the writer had concerns during the planning phase of a possible lack of volunteers, such as fewer than eight teachers joining the circles. The original number of volunteers was 33, so this concern was unwarranted. The writer had anticipated a possible lack of interest on part of the teachers as the 12 weeks progressed. Instead, she found that interest grew and by the end of the practicum

implementation, teachers expressed a desire to continue quality circles and solve other problems. In conclusion, the practicum project far exceeded the writer's expectations in all areas.

Recommendations

The writer offers five specific recommendations for implementing quality circles. First, the person implementing quality circles must be dedicated to the process used in this technique. Second, the leader should have a firm understanding and knowledge of the process. Third, management must be in favor of the technique. Fourth, meetings should be held during regular working hours. Finally, keep the process proceeding in a positive manner.

It is the writer's opinion that quality circles can be a valuable problem-solving technique in an elementary school setting.

Dissemination

The results of this practicum project will be shared in five ways. First, a presentation will be given to the staff at the school in which the practicum took place. Second, it will be shared at a meeting of elementary school principals and supervisors. Third, a presentation will be made at a teacher's union meeting, since they have expressed more information on the project. Fourth, the writer will discuss the results with administrators at

the North East Florida Teacher Educational Consortium.
Last, an article is being prepared for a journal dealing
with quality circles.

References

- Beatty, P. J. (1976, April). The human curriculum: roles of dialogue and organizational theory. Educational Leadership, 525-530.
- Bonner, J. (1982, June). Japanese quality circles: can they work in education? Phi Delta Kappan, 63(10), 681.
- Borg, W. R. & Gall, M. D. (1983). Educational research an introduction (4th ed.). New York: Longman.
- Conway, J. A. (1984). The myth, mystery, and master of participative decision making in education. Educational Administration Quarterly, 20(3), 11-40.
- Crocker, O. L., Charney, S., & Chiu, J. S. L. (1984). Quality circles. New York: New American Library.
- Dewar, D. L. (1979). Quality circles: answers to 100 frequently asked questions (rev. ed.). Red Bluff: Quality Circle Institute.
- Dewar, D. L. (1980). Leader manual and instructional guide. Red Bluff: Quality Circle Institute.
- Dillon, L. & Brown. (1983, October). Quality circles: tools for assessing effectiveness and planning strategy. NASSP Bulletin, 67, 50-53.
- Dunne, T. & Maurer, R. (1982, November). Improving your school through quality circles. NASSP Bulletin. 87-90.
- Hawley, D. (1985, November). The quality circle concept. Principal, 65(2), 41-43.

- Ladwig, D. J. (1985). Quality/performance circles three years after implementation. Paper presented to Nova University for presentation at the Eight Annual Practitioner's Hall of Fame, Fort Lauderdale, FL.
- Lodish, R. (1985). A school alive. Principal, 64(3), 28-31.
- MacKenzie, D. G. (1979, April). Small-group process skills: necessary for effective meetings. NASSP Bulletin, 46-52.
- Mendez, R. (1986, March). How can principals improve their instructional leadership? NASSP Bulletin, 1-6.
- Moretz, R. (1983, April). Quality circles: involvement, problem-solving, and recognition. Innovative abstracts: ERIC Document Reproduction Service No. ED 237 168)
- Nidich, R. J. & Nidich, S. I. (1986, December). A study of school organizational climate variables associated with teacher morale. The Clearing House, 189-191.
- Perry, B. J. (1983). The dynamics of quality circles. Red Bluff: Quality Circle Institute.
- Powers, D. R. & Powers, M. F. (1984). How to orchestrate participatory strategic planning without sacrificing momentum. Educational Record, 65(4), 48-52
- Zahra, S., Beebe, R., & Wiebe, F., (1985, Spring). Quality Circles for school districts. The Educational Forum, 49(3), 323-330.
- Zeiders, B. & Sivak, M. (1985, November). Quality circles from A to Z. Clearing House, 59(3), 123-124.

APPENDIX A

COPYRIGHT RELEASE FROM
NATIONAL STUDY OF SCHOOL EVALUATION

Executive Director
VERNON D. PACE

School of Education
Indiana University
Bloomington, Indiana 47405
812-335-7185



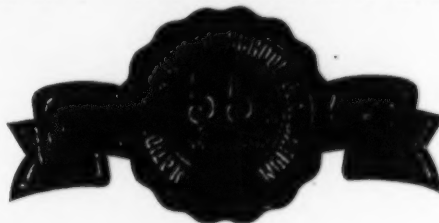
45
Business Manager
HELEN MCGRAW

National Study of
School Evaluation
5201 Leesburg Pike
Falls Church, Virginia 22041
703-820-2727

NATIONAL STUDY OF SCHOOL EVALUATION

Chairman
JAMES H. STILTNER

Southern Association of
Colleges and Schools
795 Peachtree Street, N.E.
Atlanta, Georgia 30365



Board of Directors
(*Executive Committee)

February 1, 1988

Middle States Association

*FREDERICK AHO
WILLIAM A. FAUNCE
ODETTE D. HARRIS
MARIE P. PARNELL
JOHN A. STOOPS

Ms. Grace G. Thomas
301 South Propsect Street
Crescent City, Florida 32012

Dear Ms. Thomas:

Thank you for your letter of January 21. Permission is granted for this one time only to duplicate copies of the Teacher Opinion Inventory, Part A and B, for inclusion in the appendix section of your practicum report provided that the copyright information is displayed throughout.

Good luck with your studies.

Cordially,


Vernon D. Pace
Executive Director

Northwest Association

RALPH CADWALLADER
DAVID CURRY
*JOYCE HANSEN

Southern Association

JOHN ED COX
JOHN M. DAVIS
JERRY C. MCGEE
EMMETT G. SHUFFLEBARGER
*JAMES H. STILTNER

VDP:rai
cc: James H. Stiltner
Helen McGraw

Western Association

*DAVID G. FARQUHAR, JR.

Advisory Members

RICHARD D. MILLER
*American Association of School
Administrators*
SAMUEL G. SAVA
*National Association of Elementary
School Principals*
SCOTT D. THOMSON
*National Association of Secondary
School Principals*

APPENDIX B

TEACHER OPINION INVENTORY, PARTS A AND B,
FROM NATIONAL STUDY OF SCHOOL EVALUATION

Pages 47-53 have been deleted
due to the copyright of the
inventory. Please contact the
National Study of School Evaluation
if more information is needed.

Southern Association of Colleges
and Schools
795 Peachtree Street, N.E.
Atlanta, Georgia 30365

APPENDIX C
TEACHER OPINION FOLLOW-UP INVENTORY

September 28, 1987

TO: ALL PROFESSIONAL STAFF
SUBJECT: TEACHER OPINION FOLLOW-UP INVENTORY

The purpose of this follow-up Inventory of the Spring of 1987, is to review findings in broad areas. This "Follow-up Inventory" will not replace the original. Any significant changes, however, will be noted. Your opinion, unbiased by "how you think you are supposed to respond", will be appreciated. There are no right or wrong answers. All forms and answers are confidential. There is no way identification of respondents may be made. Please circle your lettered response. Return to box by October 1, 1987 (Thursday). Thanks.

1. How do you feel about the quality of the classroom teaching staff in general:
a. Excellent b. Good c. Adequate d. Poor e. Very Poor
2. How do you feel about the type of service, availability, and quality of the professional support staff, etc., media, music, prep, speech, guidance, etc?
a. Excellent b. Good c. Adequate d. Poor e. Very Poor
3. What is your general feeling about the way you are treated by administration (principal, asst. principal)?
a. Excellent b. Good c. Adequate d. Poor e. Very Poor
4. How often are classroom teachers involved in matters which affect their work?
a. Always b. Usually c. About 1/2 Time d. Seldom e. Never
5. Do you feel you are free to select techniques and methods of instruction, within Board Policy and law?
a. Always b. Usually c. About 1/2 Time d. Seldom e. Never
6. How do you feel in general about .?
a. Very Satisfied b. Satisfied c. Adequate d. Dissatisfied e. Very Dissatisfied

COMMENTS: (Optional)

APPENDIX D

ATTITUDES QUESTIONNAIRE OF
TEACHER'S INVOLVEMENT IN SCHOOL
POLICIES DEVELOPMENT AND COMMUNICATION

ATTITUDES QUESTIONNAIRE
OF TEACHER'S INVOLVEMENT IN
SCHOOL POLICIES DEVELOPMENT
AND COMMUNICATION

57

This questionnaire is designed to enable teachers to describe their involvement in development of school policies which affect their work and to assess communication between teachers and administration (superintendent, county office supervisors, principals, and assistant principals).

There are no right or wrong answers. Please answer each question as candidly as possible.

Thank you for assisting in data gathering for this project.

(1 Great Disagreement 5 Great Agreement)

- | | | | | | |
|--|---|---|---|---|---|
| 1. Do you ever feel you are involved in the development of school policies which affect your work? | 1 | 2 | 3 | 4 | 5 |
| 2. Do you feel you have a voluntary systematic process for involvement of teachers in setting goals for the school? | 1 | 2 | 3 | 4 | 5 |
| 3. Do you feel you have a voluntary systematic process for involvement in identifying and solving problems in the school? | 1 | 2 | 3 | 4 | 5 |
| 4. Do you think "educational experts" know more about solving your problems than yourself and fellow teachers? | 1 | 2 | 3 | 4 | 5 |
| 5. Do you feel the faculty's expertise and experience are utilized to help solve problems in the school? | 1 | 2 | 3 | 4 | 5 |
| 6. Do you feel you receive recognition when you fulfill the school's teaching and service mission? | 1 | 2 | 3 | 4 | 5 |
| 7. Do minor problems caused by lack of vertical communication (teachers to administration & administration to teachers) ever irritate you? | 1 | 2 | 3 | 4 | 5 |
| 8. Do you feel better vertical communication is needed within your school? | 1 | 2 | 3 | 4 | 5 |
| 9. Do you feel administration ever recognizes your expertise or seeks input from you? | 1 | 2 | 3 | 4 | 5 |
| 10. Does administration encourage teachers to openly discuss differing points of view? | 1 | 2 | 3 | 4 | 5 |

APPENDIX E

QUESTIONNAIRE UTILIZED WITH TEACHERS PRIOR TO
THEIR PARTICIPATION IN QUALITY CIRCLES

QUESTIONNAIRE OF TEACHERS PRIOR TO THEIR PARTICIPATING IN QUALITY CIRCLES

This questionnaire is designed to enable you to describe your involvement in the development of school policies which affect your work and to assess communication between you and administration (superintendent, county office supervisors, principals, and assistant principals) prior to participating in quality circles.

There are no right or wrong answers. Please rate each statement as candidly as possible.

Please read each statement, then rate your responses as indicated.

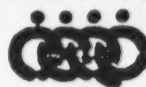
- 1 Strongly Disagree
- 2 Disagree
- 3 No Opinion
- 4 Agree
- 5 Great Agreement

- | | | | | | |
|--|---|---|---|---|---|
| 1. I have involvement in the development of school policies which affect my work. | 1 | 2 | 3 | 4 | 5 |
| 2. I have a voluntary systematic process for involvement in setting goals for the school. | 1 | 2 | 3 | 4 | 5 |
| 3. My expertise and experience are utilized to help solve problems in the school. | 1 | 2 | 3 | 4 | 5 |
| 4. There is sufficient vertical communication (teachers to administration and administration to teachers) in school. | 1 | 2 | 3 | 4 | 5 |
| 5. Administration encourages me to openly discuss differing points of view. | 1 | 2 | 3 | 4 | 5 |
| 6. I have sufficient involvement in the sharing of my ideas in making group decisions in my work setting. | 1 | 2 | 3 | 4 | 5 |

THANK YOU!

APPENDIX F
QUALITY CIRCLE WEEKLY REPORT

QUALITY CIRCLE WEEKLY REPORT



Oregon City
Quality Circles

61

CIRCLE: _____

RECORDER: _____ DATE: _____

ATTENDANCE:

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

TODAY'S AGENDA:

ACTIVITIES AND DECISIONS:

CHART INFORMATION:

TASKS ASSIGNED:

NEXT WEEK'S AGENDA:

61

1-12

Recorder: Be sure to send copies to Building Administrator, Facilitator, Each Circle Member.

APPENDIX G

QUESTIONNAIRE UTILIZED WITH TEACHERS AFTER
THEIR PARTICIPATION IN QUALITY CIRCLES

QUESTIONNAIRE OF TEACHERS AFTER THEIR
PARTICIPATION IN QUALITY CIRCLES

63

This questionnaire is designed to enable you to evaluate your involvement on the Quality Circles project at the elementary school.

Now that you have participated in Quality Circles, please answer the following questions as candidly as possible. There are no right or wrong answers.

Thank you for assisting in this project!

Please read each statement, then rate your response as indicated below.

- 1 Strongly Disagree
- 2 Disagree
- 3 No Opinion
- 4 Agree
- 5 Great Agreement

1. Through my involvement in Quality Circles, I became more involved in sharing my ideas in my work setting. 1 2 3 4 5
2. Through my involvement in Quality Circles, I became more involved in policies which affect my work. 1 2 3 4 5
3. I now have a voluntary systematic process for involvement of myself and other teachers in setting goals for the school. 1 2 3 4 5
4. My experience and expertise were utilized to help solve a problem in the school through my involvement in Quality Circles. 1 2 3 4 5
5. Vertical Communication between teachers to administrators, and administrators to teachers, has improved due to participation in Quality Circles. 1 2 3 4 5
6. Due to my involvement in Quality Circles, my communication has improved with my co-workers. 1 2 3 4 5
7. Due to my involvement in Quality Circles, my communication with my supervisors has improved. 1 2 3 4 5
8. My participation in Quality Circles increased my decision making in matters which affect my work. 1 2 3 4 5
9. Through my involvement in Quality Circles, I had more open discussions for expressing differing points of view in my work setting. 1 2 3 4 5
10. Generally speaking, my attitudes toward myself, my co-workers, and my supervisors have improved due to my participating in Quality Circles. 1 2 3 4 5

APPENIDIX H

NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM
TEACHER EDUCATION CENTER
WORKSHOP EVALUATION

NORTH EAST FLORIDA EDUCATIONAL CONSORTIUM

TEACHER EDUCATION CENTER

65

WORKSHOP EVALUATION

Name of Activity: _____

Name of Activity Consultant: _____

Location: _____ Date: _____

CHECK ONE WHICH
APPLIES TO YOU:

Teacher _____
Administrator _____

Paraprofessional _____
Other _____

	5	4	3	2	1
	Strongly Agree	Agree	No Opinion; Not Applicable	Disagree	Strongly Disagree
1. The purpose and objectives were clear.					
2. The methods for instruction were appropriate.					
3. The resource materials were relevant.					
4. The presentation was easy to understand.					
5. The program was interesting.					
6. The activity was well organized.					
7. The consultant was aware of the needs of the group.					
8. I feel that I gained some valuable information or abilities.					

COMMENTS:

The most positive aspect of the activity was _____

To improve this activity, please _____

APPENDIX I

QUALITY CIRCLE INSERVICE TRAINING POSTTEST

QUALITY CIRCLE INSERVICE TRAINING POSTTEST

68

NAME _____

DATE _____

- | | (Circle answer) | |
|---|-----------------|---|
| | T | F |
| 1. Quality Circle (QC) members are required by management to attend meetings. | | |
| 2. QC members identify, analyze, and solve work-related problems. | T | F |
| 3. Management is required to accept the solutions the QC members determine. | T | F |
| 4. The QC process is one of expansion/reduction. | T | F |
| 5. QCsestablish their own code of conduct. | T | F |
| 6. During brainstorming, members with differing points of view are encouraged to express in discussion their view points. | T | F |
| 7. QCsin Japan helped the nation lose their "junk merchant" reputation due to their increase in quality merchandise. | T | F |
| 8. QCare now in wide use in American business and industry settings. | T | F |
| 9. QCshave been used in educational settings since World War II. | T | F |
| 10. Contract negotiations are common during QC process. | T | F |
| 11. Voting is a follow-up activity after brainstorming which results in the narrowing of choices. | T | F |
| 12. The cause and effect diagram analysis is called the "fish bone diagram". | T | F |
| 13. Pareto was an English economist who stated 1% of the people cause 90% of the problems. | T | F |
| 14. In sampling a population, the size of the population is not of importance. | T | F |
| 15. Interviews is a method of obtaining data. | T | F |
| 16. Graphs and charts are useful in presenting data. | T | F |
| 17. In considering the best solutions, the costs of time, energy, and money are unimportant. | T | F |
| 18. Management is responsible for implementation of solutions. | T | F |
| 19. The presentation to management should be a <u>well written</u> , well organized type of communication. | T | F |
| 20. Presentation to management is a team effort. | T | F |